



# **REQUEST FOR FUNDING (RFF)**

## **EARLY EDUCATION MATCHING GRANT (EEMG)**

COMPETITIVE GRANT PROGRAM  
**GRANT APPLICATIONS DUE: JANUARY 16, 2015**  
RFF DATE ISSUED: NOVEMBER 12, 2014

MAIL APPLICATIONS TO:  
ATTENTION: BETH BARRETT  
FAMILY AND SOCIAL SERVICES ADMINISTRATION  
OFFICE OF EARLY CHILDHOOD AND OUT SCHOOL LEARNING  
402 W WASHINGTON ST  
Rm W361 MS-02  
INDIANAPOLIS, IN 46204

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## LETTER TO THE APPLICANT

Applicant:

Thank you for your interest in the Early Education Matching Grant (EEMG) program. In the 2013 legislative session, \$2 million a year for two years was set aside to fund a new early childhood program with the primary purpose to increase enrollment of low-income children in high quality early learning programs as designated by Indiana's Paths to QUALITY (PTQ) rating system. Early childhood programs that are currently Level 3 or Level 4 PTQ and not located in one of the PreK pilot counties (Allen, Jackson, Lake, Marion and Vanderburgh) are eligible to apply for this competitive grant.

The first year of the grant awards were allocated in 2014. This request is for programming in 2015 state fiscal year. The funds must be used only to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the EEMG program. A competitive grant process is being used to award the allocations.

The closing date of the grant competition is **Friday, January 16, 2015**. Applications must be received by that date to be eligible for review. An expert panel will review applications based on the selection criteria contained in this package. We anticipate that awards will be announced on or around March 1, 2015.

This application package contains all of the information, forms and instructions necessary to apply for a grant under the EEMG program. The voluntary Intent to Apply form can be found on page 5. We encourage applicants to indicate their plan to apply for this grant award by submitting a letter of intent to apply **no later than November 21, 2014**.

Please review the enclosed materials and carefully follow the instructions for completing the grant application. We recommend a review of the application checklist and grant requirements on page 24 contained in this packet to ensure that your submission is complete.

FSSA will provide technical assistance webinars prior to the deadline submission date of January 16, 2015. We encourage applicants to participate in the technical assistance offered. If you need additional information concerning the program or the application process, contact Beth Barrett (email: [beth.barrett@fssa.in.gov](mailto:beth.barrett@fssa.in.gov)).

FSSA strongly encourages applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), businesses, local community foundations, schools and other community partners are included in the development of the application. Additional information regarding the application and technical assistance workshop can be found at:  
<http://www.in.gov/fssa/carefinder/4845.htm>.

## INTENT TO APPLY FORM

### EARLY EDUCATION MATCHING GRANT

If you plan to apply for a grant in this competition please mail or email this form to the following address **no later than November 21, 2014**:

Beth Barrett  
FSSA Office of Early Childhood and Out of School Learning  
402 W Washington St., Rm. W361, MS-02  
Indianapolis, IN 46204  
Email: [beth.barrett@fssa.in.gov](mailto:beth.barrett@fssa.in.gov)  
Phone: (317) 234-8882  
Fax: 317-233-6093

Submitting this form is voluntary and *is not* required to apply for a grant, but does help FSSA prepare for the grant review process. **Grant Application Deadline: January 16, 2015**

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1. The organization I represent will be submitting an application (check one):

Yes ☐ No ☐ Maybe ☐

2. The program option that we plan to apply for is:

Part-Time Program ☐ Full-Time Program ☐ Both ☐

3. Do you have matching funds in place? (Please check one.)

Yes ☐ Identified and in Process ☐ Not yet ☐

Organization Name:

Contact Name:

Address:

City:

County:

Phone:

Email:

Printed Name:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## REQUEST FOR FUNDING ANNOUNCEMENT

This is a Request for Funding announcement (RFF) issued by the Family and Social Services Administration/Office of Early Childhood and Out of School Learning for the Early Education Matching Grant (EEMG) program.

This RFF is intended to publicize the availability of Grant opportunities for services described herein. Neither the issuance of this RFF nor the receipt of any responses thereto, shall create any obligation to the State of Indiana to make any award pursuant hereto. The award of any grant(s) as a result of this RFF shall be at the sole discretion of FSSA. Neither this RFF nor any response ("proposal") submitted hereto are to be construed as a legal offer.

### TERMS

This agreement shall be for a period of eleven months commencing on approximately **August 1, 2015** (or from date of final State approval of grant), and terminating on **June 30, 2016** and may be renewed through amendment or reapplication and new proposal, based upon available funding.

The EEMG award is site specific. If an early childhood organization has multiple sites, then an individual application must be submitted for each eligible location.

### TOTAL FUNDING AMOUNT

Approximately \$2 million (net of administrative and other operating expenses) will be available for grant awards. Awards are contingent upon the number of eligible children that are proposed to be served by the eligible provider.

The EEMG grant can support two program options: full-time and/or part-time.

1. The grant amount per eligible child attending a **full-time preschool** program has been determined as up to \$3,350. Applicants are required to provide at least a **100% cash match** of the requested grant award.
2. The grant amount per eligible child attending a **part-time preschool** program has been determined as up to \$2,400. Applicants are required to provide at least a **100% cash match** of the requested grant award.

Applicants must provide the entire required program services listed in the RFF within the funding amount listed. Funded programs will not be permitted to reduce the quantity or quality of services, the number of children served or the length of operation to account for the grant award.

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There are no maximum or minimum limits for children served. The funding request should support the applicant's plan to increase the number of eligible low-income children enrolled in high quality early childhood education in your local community.

**FSSA may award a grant less than the amount requested.**

### PROPOSALS

Respondents interested in providing these services to FSSA Administration/Office of Early Childhood and Out of School Learning should submit proposals in the following manner:

**one original, four hard copies and one in electronic format on a CD-ROM or flash drive to:**

Beth Barrett

Family and Social Services Administration

Office of Early Childhood and Out of School Learning

402 W. Washington St.

RM W361 Room MS-02

Indianapolis, IN 46204

**Email:** [beth.barrett@fssa.in.gov](mailto:beth.barrett@fssa.in.gov)

The print copies must be assembled in the following manner:

1. Cover letter signed by the Director or agency board president identifying the amount of funds requested.
2. Program Narrative (30-page limit)
3. Appendix with required attachments

Proposals must be received no later than **4:30 p.m. Eastern Time on January 16, 2015.**

**Proposals received after 4:30 p.m. will not be considered.**

**Please note that current EEMG awardees in good standing do not need to submit an response to this RFF in order to re-apply.**

### TECHNICAL ASSISTANCE WORKSHOPS FOR GRANT APPLICATION

FSSA will provide technical assistance webinars during the month of December prior to the deadline submission date of January 16, 2015. .

Webinars will be held on the following days/times:

December 2<sup>nd</sup> at 2:00 pm ET

December 3<sup>rd</sup> at 2:00 pm ET

December 9<sup>th</sup> at 2:00 pm ET

Details about the webinars will be posted on the FSSA website at

<http://www.in.gov/fssa/carefinder/4845.htm>

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### AVAILABLE RESOURCES

Applicants are encouraged to seek out resources and support in the development of their application proposal. Some possible resources for providers to consider for assistance include:

- Indiana Youth Institute offers free grant review assistance and help with collecting data for the proposal, but it must be submitted within a reasonable time. Information is available here <http://www.iyi.org/fundraising-grants/other-fundraising-resources.aspx>.
- Your local Community Foundation <http://www.incommunityfoundations.org/>
- Your local United Way Agency <http://apps.unitedway.org/myUW/luindex.cfm?id=browsecities&zip=00000&abbr=IN&app=>
- Your Child Care Resource and Referral Agency (CCR&R) <http://www.iaccrr.org/default.cfm?page=find-my-local-agency>
- Indiana AEYC <http://www.iaeyc.org/>

### GRANT APPLICATION TIME FRAME

November 12, 2014	RFF sent to potential applicants and posted online
November 21, 2014	Letter of Intent due
December 2014	Technical Assistance Webinars
January 16, 2015	RFF proposals due back
March 1, 2015	Approximate date of award decisions
August 1, 2015	Approximate grant effective date

The timeline is subject to change. To remain current with any updates to this timeline please check this website: <http://www.in.gov/fssa/carefinder/4845.htm>.

### PLAGIARISM

If you plan to utilize a professional grant writer, it is not appropriate to use boiler plate language that does not pertain specifically to this grant and to your program. Each grant submission should be tailored to the needs of the children, community and the program that will provide services.

### GRANT MONITORING

The FSSA will monitor grants by reviewing and approving cost reimbursements, attendance sheets and other reporting as necessary. The FSSA & State Evaluator will also conduct site visits to grantees during the grant project period. Prior to these monitoring visits, the grantee may be required to submit additional relevant information that will allow FSSA to conduct a useful, efficient, and effective visit.

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#### **SELECTION OF GRANT AWARDS**

The EEMG is a competitive grant. FSSA will review applications with teams of three reviewers with knowledge and experience with early childhood education programs. FSSA will make every effort to select reviewers from a wide variety of professions, work settings, and cultural backgrounds. Readers will be required to remove themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

Once the readers have completed their grant review, the information will be collected and shared with FSSA, Office of Early Childhood and Out of School Learning and the Early Learning Advisory Council (ELAC) to make the final award decisions.

To the extent possible, FSSA intends to distribute funds equitably among geographic regions and between the two program options (full-time and part-time) within Indiana.

## COVER PAGE

### EARLY EDUCATION MATCHING GRANT PROGRAM

**Instructions:** Applicants must complete and return this cover page with the application. The cover page will be the first page in the applicant's application. A designated representative of the organization (Executive Director, CEO or President of the Board of Directors) must sign this cover page.

APPLICANT INFORMATION	
Legal Name of Applicant:	Applicant's Mailing Address: Street, County Zip
Name of Site Applying for the Grant:	Address for Site ( <i>if different than above</i> ): Street County Zip
Contact Name: Contact Title: ( <i>Single point of contact for communication</i> )	Contact Phone: Contact Email Address:
PROGRAM INFORMATION	
Total Program Cost: Grant Amount Requested:	Match Amount Secured: Match %
Program Option(s): ( <i>Full-time, Part-time, or Both</i> )	Number of Children to be Served:
Type of Program: (Center, Home, Registered Ministry, public or non-public school):	Paths to QUALITY Level:
Funder Name (list all funders):	Cost per Child Served:
AUTHORIZED REPRESENTATIVE	
I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct. I further certify that I have read the application, am fully committed to it, and will support its implementation.	
Authorized Representative (Printed Name):	Title:
Signature of Authorized Representative:	Date:

## MANDATORY REQUIREMENTS

Applicants must meet these requirements to be eligible for this competitive grant. The letter signed by the Director is an assurance that the applicant meets and agrees to these requirements.

### ELIGIBLE APPLICANTS

- ☐ Must be level 3 or level 4 on Paths to QUALITY by July 2015.
- ☐ Must be a non-profit organization, public or private school or for-profit corporation. May not be an individual.
- ☐ Must be in good standing with the Secretary of State.
- ☐ Must be in good standing with the Office of Early Childhood and Out of School Learning licensing/registration.
- ☐ Must meet the financial match requirements.
- ☐ Cannot reside in one of the five PreK pilot counties: Allen, Jackson, Lake, Marion or Vanderburgh.

### ELIGIBLE CHILDREN

- ☐ Must be four years old.
- ☐ Must be a resident of Indiana.
- ☐ Must reside in a household that meets 100% of the Federal Poverty Level.  
(Poverty guidelines can be found here <http://www.medicaid.gov/medicaid-chip-program-information/by-topics/eligibility/downloads/2014-federal-poverty-level-charts.pdf>)

### PROGRAM DESIGN

- ☐ Full-Time: Provide services for at a minimum of 5 hours per day; 5 days per week; at least 180 days per year.
- ☐ Part-Time: Provide services for at a minimum of 2.5 - 4 hours per day; 5 days per week; at least 180 days per year.
- ☐ By the start of the EEMG grant program, lead teacher must have a minimum of a Bachelor's degree in early childhood education or equivalent as defined by NAEYC<sup>1</sup>.
- ☐ Administer the ISTAR-KR assessment and/or other assessments recommended by the evaluator.
- ☐ Provide a plan that demonstrates the use of the grant and matching funds to increase the number of eligible children receiving high quality early childhood services.

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<sup>1</sup> A baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field based experience  
(<http://www.naeyc.org/academy/degreeequivalents>)

## PROGRAM REQUIREMENTS

The following program narrative requirements were developed by a team of early childhood experts and approved by the ELAC. The applicant's proposal must respond in sequence and follow the same numbering system in the Program Requirements section of the application. The Program Requirements section is limited to 30 pages. All sections outlined below need to be addressed. The required attachments for the Appendix are in addition to the 30-page limit.

### I. ABSTRACT (NO POINTS) -

Provide a brief summary of the project. The abstract should not exceed 500 words. The abstract is brief and describes the mandatory and program requirements, including the community need, program option (full-time, part-time or combination) that will be implemented, expected number of children to be served, intended outcomes, curriculum and assessments that will be involved in the project. Additional information about the organization's capacity should also be included.

### II. NEED FOR THE PROGRAM (20 POINTS)

- A. County Level Need:** Complete the table below for *each* County that you propose to serve. (5 points)

For assistance in completing this table, please refer to:

- Attachment A: List of level 3 and level 4 Paths to Quality providers (page 25)
- Attachment B: List of CCDF slots (page 28)
- Attachment C: List of Head Start programs (page 31)
- Attachment D: Indiana Four Year Olds

Table 1: County Level Data						
County	# of 4-year olds at 127% FPL	# of Unserved Children at 127% FPL	# of Level 3 PTQ slots	# of Level 4 PTQ slots	# of CCDF slots	# of Head Start slots

- B. Narrative Explanation for Community Need:** Explain the data presented in the table above. Describe the needs in your immediate community and the families that you serve or your immediate service region – geographic area, special populations. Explain how you plan to meet these needs. Describe unique variables the families in your community encounter that are not reflected in the provided community data that demonstrate your need for this funding. (15 points)

### III. PROGRAM DESIGN (40 POINTS)

This section describes how the proposed program will assist students in meeting the school readiness outcomes intended in the legislation. One of the principles of effectiveness is a clear alignment between the intended outcomes and activities provided.

- A. Outcomes:** Describe the outcomes for the program. Explain how your program currently demonstrates school readiness for children in your program. What is your past demonstration of outcomes? Describe how families are involved in contributing to the goals and decision-making of their child's outcomes. How does your parent engagement plan directly link to the child outcomes? What are your organization's anticipated outcomes for participating parents? Describe your organization's continuous quality improvement plan and process. (10 Points)
- B. Curriculum:** Explain your curriculum plan and list all of the curriculum that is used. Describe how your curriculum addresses your school readiness outcomes. Explain how the curriculum is connected to the Foundation standards (available here <http://www.doe.in.gov/sites/default/files/curriculum/indianafoundations-february-2012.pdf>). Describe how your curricula facilitates school readiness skills. Explain how you connect the curriculum with family engagement. How do you use parent perspectives to inform program experiences? (10 Points)
- C. Comprehensive Screening and Assessment:** Explain how you measure child outcomes. Identify the current assessment and screening tool(s) you use. How do you monitor progress and use the information to inform practice at the program level and for individual children? Explain how progress monitoring and planning tools inform curriculum decisions. How does an individual child assessment drive your curricula? Describe how you engage families to contribute to the assessment. Are you currently trained and using ISTAR-KR; if not, what is your plan for implementation of ISTAR-KR? (10 Points)
- D. Program Schedule, Targeted Population and Recruitment and Attendance:**  
*Program Schedule:* The EEMG grant program includes two program options: full-time and part-time.
1. **Full-time preschool** program schedule is a minimum of 5 hours/day; 5 days/week; 180 days/year.
  2. **Part-time preschool** program schedule is a minimum of 2.5-4 hours/day; 5 days/week; 180 days/year.

Applicants can apply to implement a full-time program, part-time program or a combination of both. For example, an applicant can apply for a full-time program for one 4-year old classroom and two part-time programs (a morning and an afternoon) for another 4-year old classroom at the same location.

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Identify the program option that you are proposing to implement and how it is based on the local need in the community (Section II). Explain how the program schedule was determined. For example, why four hours per day versus six hours.

*Targeted Population:* Complete Table 2 below.

Table 2: Program Enrollment and Capacity				
	Total Program Enrollment	Total Program Capacity	# of Enrolled 4-year olds	# of classrooms for four-year olds
<b>Current Program</b>				
<b>Proposed EEMG Program</b>				

Explain the potential impact the addition of *new* children will have on your program, including opening a new classroom for the students; expanding your space for this program; implications for licensing/VCP and other factors.

*Recruitment and Retention:* Describe your plans for recruiting and enrolling families. Explain new outreach efforts that you plan to employ. Describe your plans for filling the slot if the child leaves. Explain prior program expansion efforts, if any that demonstrate your experience for recruitment. If you are not currently at capacity, describe how you will enroll additional students. If providing transportation, explain your transportation plan. (10 Points)

#### IV. ORGANIZATIONAL CAPACITY (30 POINTS)

This section explains the organization's history and capacity to implement and manage the program.

- A. **Organizational History:** Provide background information about your organization, including the year the business or organization was started and the organizational structure – non-profit, for-profit, faith-based, school; Explain the organization's current Paths to QUALITY level; time at that level; time at moving up levels and plans for achieving or maintaining accreditation (level 4). Describe the population that you have served (past and current). Explain your experience working with low-income children and families. Has your organization had a negative action (i.e., denial, decertification, or termination) in the past year? If so, how have you addressed it? In the Appendix, include the list of Board of Directors or Advisory Board; provide a copy of most recent Board meeting agenda and the Board meeting calendar. (5 Points)

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- B. **Organizational Structure:** In the Appendix, include an Organizational Chart that depicts the relationship between the Board of Directors or Advisory Board, Administrator and staff.

For your 4-year old classrooms that will be included in this grant, complete Table 3 and explain the information included.

In the Appendix, include a copy of your wage scale. Describe your organization's compensation structure, including benefits for staff. What changes, if any, have you made to your wage scale? (5 Points)

Table 3: Program Enrollment and Capacity for 4-Year Old Classroom(s)			
Staff (first initial and last name)	Title	Highest Education Level	# of years with the organization
<i>Ex: S.Brown</i>	<i>Lead Teacher</i>	<i>BA</i>	<i>2</i>

Complete Table 4 and describe your annual and 3-year turnover rate. Add as many rows as needed to complete this table. Do you plan to hire new staff? If yes, is it to meet the expanded enrollment with the program or to meet the educational requirement for the lead teacher?

Table 4: Staff Turnover				
	2010	2011	2012	2013
# of Staff				
# of New Staff				
# of Staff Retained				
Turnover Rate (%)				

- C. **Professional Development Plan:** Describe your professional development practices; your professional development related to child outcomes and school readiness. Are you a current or former TEACH sponsor? (5 Points)

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- D. Project Plan:** Complete Table 5 to explain your plan for implementing this program from the time of the grant award through the first quarter of the program year. Add as many rows as needed to complete this table.

A project plan must include the key items that need to be completed to implement this new program and manage it through the grant period. Key activities may include recruitment of families, recruitment of staff, hiring a lead teacher that meets the mandatory requirement, staff training, licensing of the program, getting trained on ISTAR-KR, etc. In addition to completing the chart, include a narrative to describe any factors that could accelerate or decelerate your project plan and timeline. Explain your plan for mitigating any potential barriers to accomplishing your project plan. (5 Points)

Table 5: Project Plan			
Key Activities / Milestones	Timeline	Responsibility	Notes
<i>Ex: Receive training on ISTAR-KR</i>	<i>July 2014</i>	<i>Director</i>	<i>Seek direction from FSSA to coordinate.</i>

- E. Financial Stability:** Explain your organization's annual budget. Describe the different funding sources and percentages that those represent (i.e., fees, grants, donations, etc.). Explain your organization's internal controls and procedures that are in place to monitor accountability. In the Appendix include a copy of your organization's recent audit. If your organization does not have an audit, then other examples might include a Profit and Loss Statement for the most recent fiscal year or the organization's budget. (5 Points)

- F. Sustainability Plan:** Outline a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded. List other sources of funding that you will use to support the program.

#### **V. BUDGET AND BUDGET NARRATIVE (10 POINTS)**

This section includes the completion of the program budget and a narrative explaining the request for funds. The EEMG grant can support two program options: full-time and/or part-time. An applicant can propose to offer one or a combination of both program options based on the needs in their community.

The grant amount per eligible child attending a **full-time preschool** program has been determined as up to \$3,350. Applicants are required to provide at least a **100% cash match** of \$3,350.

The grant amount per eligible child attending a **part-time preschool** program has been determined as up to \$2,400. Applicants are required to provide at least a **100% cash match** of \$2,400.

**Allowable Expenses:** Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

- A. Budget Summary:** Complete a budget for each program option you are requesting grant funds. For example, if you are proposing a full and part-time program, then you should **include a budget for each program option**. Use the Budget Summary chart included in the Appendix on page 37. Applicants must include the Budget Summary in the Appendix, and it will not count toward the 30-page limit. (3 Points)
- B. Budget Narrative:** Provide a narrative for each program budget. For example, if you are proposing a full and part-time program, then you should include a narrative for each program's budget.

The expenditures must clearly reflect activities that will be provided. Describe how the costs are reasonable in relation to the number of children to be served and to the anticipated results. Describe the projected expenditure of funds for **each category in the budget**: (3 Points)

#### *Personnel*

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.

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- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

#### *Fringe Benefits*

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

#### *Supplies*

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

#### *Equipment*

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- Any additional basis for cost estimates or computations.

#### *Contractual*

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- Any additional basis for cost estimates or computations.

#### *Other*

Provide:

- Other items by major type or category.
- The cost per item.
- Any additional basis for cost estimates or computations.

#### *Total Direct Costs*

Provide:

- The sum of expenditures, across all budget categories.

#### *Indirect Costs*

Provide:

- The indirect cost percentage.
- The basis for cost estimates or computations.

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*Total Program Costs*

Provide:

- The sum of expenditures in Total Direct Costs and Indirect Costs.

*Proposed # of Children Served*

Provide:

- The estimated number of children that will be served in this program option.

*Program Cost Per Child*

Provide:

- Applicants must take the Total Program Costs divided by the Proposed # of Children Served to determine the Program Cost Per Child.
- Please note that the requested grant amount may not exceed \$3,350 for full-time programs and \$2,400 for part-time programs. Applicants must also have at least a 100% cash match of the requested grant funds.

- C. Match Narrative:** An applicant must have a commitment for a matching gift from any combination of foundations, other nonprofit entities, individuals, or for-profit entities. The match must be a *cash* match only and have at least a 1:1 ratio (or 100%) of the award requested. Explain the match that is being provided, including each entity that is providing the match, and the amount being provided. In the Appendix, include a Match Commitment letter from each contributor. (4 Points)

## **COMPETITIVE PREFERENCE PRIORITIES**

Competitive preference priorities can earn the applicant extra or “competitive preference” points. An applicant may choose to respond to all, some or none of the competitive preference priorities listed below. Individual instructions for each priority are outlined below.

Each priority is worth an additional 2 points. For the Competitive Preference Priorities, an applicant will earn all two (2) competitive preference priority points for each priority area that an applicant responds to if a majority of reviewers determines that the applicant has met the competitive preference priority. An applicant earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

### **I. SCHOOL READINESS OUTCOMES. (2 POINTS)**

To meet this Competitive Preference Priority, applicants do not need to write a separate response to this priority. Rather, applicants address Competitive Preference Priority I in the Program Requirements Section III.B. Outcomes.

### **II. USING ASSESSMENTS (I.E. CLASS, ISTAR-KR). (2 POINTS)**

To meet this Competitive Preference Priority, applicants do not need to write a separate response to this priority. Rather, applicants address Competitive Preference Priority II in the Program Requirements Section III.D. Comprehensive Screening and Assessment.

### **III. TRANSITION PLAN AND RELATIONSHIP WITH THE LOCAL SCHOOL (2 POINTS)**

To meet this Competitive Preference Priority, applicants must write a separate response to this priority describing the applicant’s relationship with the local school(s) in the school community. Identify any kindergarten transition plans or other intentional efforts that the applicant has in place to help four-year olds prepare for kindergarten.

The applicant may also include any additional information it believes will be helpful to peer reviewers. If the applicant has included relevant attachments in the Appendix, these should be described in the narrative and clearly cross-referenced to allow the reviewers to locate them easily.

### **IV. ENGAGEMENT WITH LOW-INCOME FAMILIES. (2 POINTS)**

To meet this Competitive Preference Priority, an applicant must demonstrate a history and experience of engagement with low-income families. For this Competitive Preference Priority, applicants must write a separate response to this priority.

The applicant may also include any additional information it believes will be helpful to peer reviewers. If the applicant has included relevant attachments in the Appendix, these

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should be described in the narrative and clearly cross-referenced to allow the reviewers to locate them easily.

#### **V. ADDITIONAL MATCH (2 POINTS)**

To meet this Competitive Preference Priority, an applicant must demonstrate that they 1) have exceeded the match requirement (1:1 ratio) or 2) have a match from more than one funding source. For this Competitive Preference Priority, applicants do not need to write a separate response to this priority. Rather, applicants address Competitive Preference Priority V in the Program Requirements Section V.C. Match Narrative.

## SUMMARY OF APPLICATION POINTS

I.	Project Abstract	No Points
II.	Need for the Program	20 Points
III.	Program Design	40 Points
VI.	Organizational Capacity	30 Points
V.	Budget and Budget Narrative	10 Points
VI.	Competitive Preference Priorities	Up to 10 Points
Total Points		Up to 110 Points

**Reminder:** To ensure that the application submitted to FSSA is complete, print page 23 – APPLICATION CHECKLIST AND GRANT REQUIREMENTS and check each item to make sure the required documents are submitted.

## APPLICATION CHECKLIST AND GRANT REQUIREMENTS

A completed application must contain the following sections, in the order provided below.

Number	Item
1	<b>Cover Letter</b> (Signed by an authorized representative - <i>Executive Director/CEO</i> or <i>President of the Board of Directors</i> )
2	<b>Program Narrative</b> The main part of the application. (Six sections and 30-page limit)
3	<b>Appendix:</b> (Does not count against the 30-page limit.) <input type="checkbox"/> Board of Directors List <input type="checkbox"/> Most recent Board meeting agenda <input type="checkbox"/> Board meeting calendar <input type="checkbox"/> Organizational chart <input type="checkbox"/> Wage Chart <input type="checkbox"/> Parent Organization's Audit, Profit & Loss Statement or Budget <input type="checkbox"/> Secretary of State <input type="checkbox"/> IRS tax letter for non-profit organization <input type="checkbox"/> Program Budget Summary (for each program option requesting grant funds) <input type="checkbox"/> Financial Match Commitment Letter(s) <input type="checkbox"/> Letters of Support (optional – no more than 7 to demonstrate relationships with local community partners around early childhood education).

### GRANT APPLICATION TIME FRAME

November 12, 2014	RFF sent to potential applicants and posted online
November 21, 2014	Letter of Intent due
December 2014	Technical Assistance Webinars
January 16, 2015	RFF proposals due back
March 1, 2015	Approximate date of award decisions
August 1, 2015	Approximate grant effective date

The timeline is subject to change. To remain current with any updates to this timeline please check this website: <http://www.in.gov/fssa/carefinder/4845.htm>.

## SUBMISSION INSTRUCTIONS

### Required Application Format:

- 1-inch margins
- Double-spaced
- 12-point font
- Pages must be numbered and contain headers per page identifying applicant
- Typed
- Electronic copy on CD-ROM or flash drive, original and four copies of application must be signed
- Application should contain all sections and follow the sequence listed in APPLICATION CHECKLIST AND GRANT REQUIREMENTS (Page 23).
- Do not attach any additional supplementary materials such as videotapes,, publications, press clippings, testimonial letters, etc.
- Do not use spiral binding or binders.
- Do not staple.
- Late or incomplete applications will be neither accepted nor reviewed

Applicants interested in applying, must submit **one electronic copy on CD-ROM or flash drive, one original and four hard copies** of the full application including the signed cover letter, program narrative and appendix. Hand delivered and mailed applications will be accepted.

**Proposals must be received no later than 4:30 p.m. Eastern Time on January 16, 2015.** Proposals received after 4:30 p.m. will not be considered. (Absolutely NO EXCEPTIONS will be made.)

Application packets must be sent to:

Beth Barrett  
Family and Social Services Administration  
Office of Early Childhood and Out-of-School Learning  
402 W. Washington St.  
RM W361, MS-02  
Indianapolis, IN 46204

For questions related to this Early Education Matching Grant application, email them to Beth Barrett at [beth.barrett@fssa.in.gov](mailto:beth.barrett@fssa.in.gov).

## ATTACHMENT A: PATHS TO QUALITY™ LEVEL 3 AND 4 PROVIDERS BY COUNTY

Indiana Paths to QUALITY Level 3 and Level 4 Providers					
		LEVEL 3		LEVEL 4	
#	County	Providers	Capacity*	Providers	Capacity*
1	ADAMS	1	80	0	0
2	ALLEN	33	1140	36	2398
3	BARTHOLOMEW	8	422	5	639
4	BENTON	1	40	0	0
5	BLACKFORD	3	52	0	0
6	BOONE	6	354	1	116
7	BROWN	0	0	0	0
8	CARROLL	0	0	2	32
9	CASS	1	102	0	0
10	CLARK	7	326	2	231
11	CLAY	5	80	1	60
12	CLINTON	0	0	1	60
13	CRAWFORD	0	0	0	0
14	DAVIESS	7	204	1	16
15	DEARBORN	6	306	2	24
16	DECATUR	2	145	0	0
17	DEKALB	2	145	5	172
18	DELAWARE	2	92	9	817
19	DUBOIS	10	302	4	372
20	ELKHART	7	223	7	761
21	FAYETTE	1	79	1	12
22	FLOYD	14	495	1	12
23	FOUNTAIN	1	44	0	0
24	FRANKLIN	1	16	1	16
25	FULTON	2	41	0	0
26	GIBSON	1	119	4	243
27	GRANT	8	217	1	16
28	GREENE	2	28	1	12
29	HAMILTON	20	1830	17	1827
30	HANCOCK	10	344	0	0
31	HARRISON	1	156	0	0
32	HENDRICKS	6	403	6	510
33	HENRY	5	76	0	0
34	HOWARD	6	256	5	672
35	HUNTINGTON	4	243	0	0

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Indiana Paths to QUALITY Level 3 and Level 4 Providers					
		LEVEL 3		LEVEL 4	
#	County	Providers	Capacity*	Providers	Capacity*
36	JACKSON	3	68	0	0
37	JASPER	0	0	0	0
38	JAY	0	0	3	44
39	JEFFERSON	6	150	2	32
40	JENNINGS	1	36	0	0
41	JOHNSON	10	1036	2	173
42	KNOX	5	258	1	114
43	KOSCIUSKO	2	54	6	375
44	LAGRANGE	2	92	0	0
45	LAKE	42	1832	13	1101
46	LAPORTE	13	179	5	299
47	LAWRENCE	3	172	1	16
48	MADISON	8	108	6	158
49	MARION	87	6066	43	5859
50	MARSHALL	5	76	1	16
51	MARTIN	2	57	0	0
52	MIAMI	2	24	1	24
53	MONROE	17	474	7	754
54	MONTGOMERY	1	75	0	0
55	MORGAN	1	60	2	71
56	NEWTON	0	0	0	0
57	NOBLE	3	239	2	28
58	OHIO	1	20	0	0
59	ORANGE	0	0	0	0
60	OWEN	0	0	1	24
61	PARKE	1	60	2	24
62	PERRY	1	16	2	24
63	PIKE	2	49	1	16
64	PORTER	5	478	7	468
65	POSEY	5	312	0	0
66	PULASKI	1	12	0	0
67	PUTNAM	2	135	0	0
68	RANDOLPH	1	12	0	0
69	RIPLEY	3	147	1	193
70	RUSH	0	0	0	0
71	ST. JOSEPH	22	579	15	1609
72	SCOTT	2	70	1	78
73	SHELBY	3	113	1	12
74	SPENCER	1	110	0	0
75	STARKE	0	0	0	0

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Indiana Paths to QUALITY Level 3 and Level 4 Providers					
		LEVEL 3		LEVEL 4	
#	County	Providers	Capacity*	Providers	Capacity*
76	STEUBEN	3	166	0	0
77	SULLIVAN	0	0	0	0
78	SWITZERLAND	2	32	0	0
79	TIPPECANOE	14	930	12	1054
80	TIPTON	1	110	0	0
81	UNION	1	76	0	0
82	VANDERBURGH	20	1891	17	1343
83	VERMILLION	1	82	0	0
84	VIGO	25	549	11	326
85	WABASH	4	115	1	12
86	WARREN	0	0	0	0
87	WARRICK	7	296	3	42
88	WASHINGTON	1	77	0	0
89	WAYNE	9	416	2	24
90	WELLS	0	0	0	0
91	WHITE	4	52	1	45
92	WHITLEY	2	163	1	10
<b>TOTALS</b>		<b>540</b>	<b>26,484</b>	<b>287</b>	<b>23,386</b>

## ATTACHMENT B: INDIANA CHILDREN SERVED WITH CCDF VOUCHERS

County	Auth CCDF Children
ADAMS	25
ALLEN	3308
BARTHOLOMEW	217
BENTON	17
BLACKFORD	24
BOONE	137
BROWN	29
CARROLL	32
CASS	112
CLARK	740
CLAY	148
CLINTON	91
CRAWFORD	15
DAVISS	100
DEARBORN	130
DECATUR	44
DEKALB	57
DELAWARE	733
DUBOIS	88
ELKHART	930
FAYETTE	81
FLOYD	674
FOUNTAIN	9
FRANKLIN	56
FULTON	81
GIBSON	99
GRANT	223
GREENE	95
HAMILTON	719
HANCOCK	160
HARRISON	135
HENDRICKS	398
HENRY	91
HOWARD	474
HUNTINGTON	74
JACKSON	70
JASPER	56
JAY	23

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JEFFERSON	88
JENNINGS	145
JOHNSON	493
KNOX	117
KOSCIUSKO	139
LAGRANGE	18
LAKE	4548
LAPORTE	959
LAWRENCE	128
MADISON	757
MARION	13345
MARSHALL	93
MARTIN	24
MIAMI	101
MONROE	407
MONTGOMERY	78
MORGAN	167
NEWTON	7
NOBLE	51
OHIO	10
ORANGE	45
OWEN	57
PARKE	73
PERRY	19
PIKE	22
PORTER	564
POSEY	79
PULASKI	28
PUTNAM	69
RANDOLPH	42
RIPLEY	51
RUSH	18
SAINT JOSEPH	2469
SCOTT	73
SHELBY	58
SPENCER	39
STARKE	29
STEUBEN	68
SULLIVAN	73
SWITZERLAND	54
TIPPECANOE	1063
TIPTON	15
UNION	0
VANDERBURGH	1415

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VERMILLION	63
VIGO	1262
WABASH	45
WARREN	10
WARRICK	202
WASHINGTON	102
WAYNE	316
WELLS	25
WHITE	31
WHITLEY	38
	40,687

## ATTACHMENT C: INDIANA HEAD START PROGRAMS BY COUNTY

Indiana Head Start Programs			
#	County	Head Start Programs	Enrollment
1	Adams	1	40
2	Allen	1	604
3	Bartholomew	1	73
4	Benton	1	32
5	Blackford	1	74
6	Boone	1	32
7	Brown	1	18
8	Carroll	1	24
9	Cass	1	103
10	Clark	1	290
11	Clay	1	91
12	Clinton	1	85
13	Crawford	1	52
14	Daviess	1	100
15	Dearborn	1	108
16	Decatur	1	36
17	DeKalb	1	140
18	Delaware	1	247
19	Dubois	1	53
20	Elkhart	1	510
21	Fayette	1	162
22	Floyd	1	278
23	Fountain	1	60
24	Franklin	1	32
25	Fulton	1	51
26	Gibson	1	82
27	Grant	1	168
28	Greene	1	53
29	Hamilton	1	134
30	Hancock	1	54
31	Harrison	1	66
32	Hendricks	1	87

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Indiana Head Start Programs			
#	County	Head Start Programs	Enrollment
33	Henry	1	148
34	Howard	1	316
35	Huntington	1	68
36	Jackson	1	30
37	Jasper	1	60
38	Jay	1	54
39	Jefferson	1	115
40	Jennings	1	62
41	Johnson	1	118
42	Knox	1	216
43	Kosciusko	1	135
44	LaGrange	1	54
45	Lake	1	1240
46	LaPorte	1	311
47	Lawrence	1	144
48	Madison	1	294
49	Marion	1	1705
50	Marshall	1	71
51	Martin	1	35
52	Miami	1	54
53	Monroe	1	267
54	Montgomery	1	60
55	Morgan	1	131
56	Newton	1	54
57	Noble	1	78
58	Ohio	1	20
59	Orange	1	44
60	Owen	1	42
61	Parke	1	38
62	Perry	1	90
63	Pike	1	32
64	Porter	1	128
65	Posey	1	67
66	Pulaski	1	34
67	Putnam	1	64
68	Randolph	1	58

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Indiana Head Start Programs			
#	County	Head Start Programs	Enrollment
69	Ripley	1	82
70	Rush	1	68
71	St. Joseph	1	510
72	Scott	1	42
73	Shelby	1	51
74	Spencer	1	83
75	Starke	1	111
76	Steuben	1	133
77	Sullivan	1	19
78	Switzerland	1	52
79	Tippecanoe	1	234
80	Tipton	1	10
81	Union	1	49
82	Vanderburgh	1	395
83	Vermillion	1	38
84	Vigo	1	224
85	Wabash	1	51
86	Warren	1	28
87	Warrick	1	103
88	Washington	1	64
89	Wayne	1	272
90	Wells	1	20
91	White	1	41
92	Whitley	1	33
<b>Total</b>		<b>92</b>	<b>13,089</b>

## ATTACHMENT D: INDIANA FOUR YEAR OLDS

#	County	# of 4 Year Olds at 127% FPL	# of Unserved 4 Year Olds at 127% FPL
1	Adams	123	96
2	Allen	2,235	1,473
3	Bartholomew	423	359
4	Benton	62	41
5	Blackford	77	37
6	Boone	202	168
7	Brown	72	59
8	Carroll	96	82
9	Cass	281	215
10	Clark	615	387
11	Clay	182	119
12	Clinton	286	232
13	Crawford	77	50
14	Daviess	186	123
15	Dearborn	234	142
16	Decatur	146	122
17	DeKalb	235	155
18	Delaware	692	472
19	Dubois	158	114
20	Elkhart	1,550	1,172
21	Fayette	157	60
22	Floyd	394	180
23	Fountain	98	63
24	Franklin	97	65
25	Fulton	94	61
26	Gibson	146	92
27	Grant	477	360
28	Greene	192	152
29	Hamilton	561	410
30	Hancock	226	179
31	Harrison	143	89
32	Hendricks	443	352

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33	Henry	227	147
34	Howard	552	328
35	Huntington	200	153
36	Jackson	303	255
37	Jasper	140	104
38	Jay	145	113
39	Jefferson	189	117
40	Jennings	209	164
41	Johnson	656	534
42	Knox	247	117
43	Kosciusko	497	412
44	LaGrange	195	166
45	Lake	3,163	1,987
46	LaPorte	336	59
47	Lawrence	301	207
48	Madison	854	601
49	Marion	8,341	5,915
50	Marshall	228	181
51	Martin	55	36
52	Miami	208	173
53	Monroe	420	214
54	Montgomery	223	179
55	Morgan	367	278
56	Newton	101	72
57	Noble	296	249
58	Ohio	*	*
59	Orange	100	72
60	Owen	84	52
61	Parke	62	26
62	Perry	97	47
63	Pike	65	45
64	Porter	1,029	887
65	Posey	76	30
66	Pulaski	114	90
67	Putnam	212	163
68	Randolph	168	131
69	Ripley	150	113
70	Rush	129	83
71	Scott	182	136
72	Shelby	233	185
73	Spencer	81	34

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74	St. Joseph	1,877	1,310
75	Starke	155	90
76	Steuben	131	53
77	Sullivan	131	112
78	Switzerland	65	42
79	Tippecanoe	893	639
80	Tipton	82	75
81	Union	42	7
82	Vanderburgh	1,077	672
83	Vermillion	90	64
84	Vigo	744	475
85	Wabash	196	161
86	Warren	35	18
87	Warrick	209	134
88	Washington	166	120
89	Wayne	481	281
90	Wells	119	105
91	White	162	137
92	Whitley	115	92

## ATTACHMENT E: BUDGET SUMMARY

**Instructions:** Complete a budget for each program option you are requesting in the grant. For example, if you are proposing a full and part-time program, then you should include a budget for each program option.

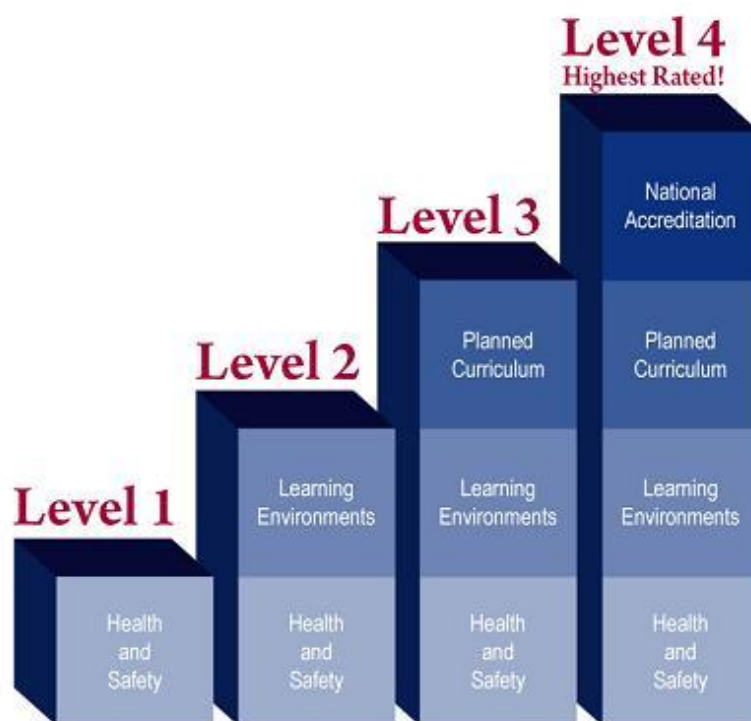
For each category, list the expenses that support the item. For example, personnel should list all staff that will be working with the eligible children (Administrator, Lead Teacher and Assistant Teacher) and the percentage of their time that will be designated to the project. In the grant award and match award columns, allocate the amount that will support the identified expense. The total column should add the grant and match awards. At the bottom of the table, include the total number of children proposed to be served and divide it by the total program to receive the per child amount.

Early Education Matching Grant Budget				
Program Option:				
Budget Category	Budget Item	Grant Award	Match Award	Total Amount
Personnel				
Fringe Benefits				
Supplies				
Equipment				
Contractual				
Other				
Total Direct				
Indirect				
Total Program Costs				
Proposed # of Children Served:				
Program Cost Per Child:				

\*\* Please note that the requested grant amount may not exceed \$3,350 for full-time programs and \$2,400 for part-time programs. Applicants must also have at least a 100% cash match of the requested grant funds.

## ATTACHMENT F: INDIANA'S PATHS TO QUALITY™ RATING SYSTEM

Paths to QUALITY™ is Indiana's framework for systemic, continuous quality improvement of early care and education. Paths to QUALITY™ is dedicated to supporting the well-being and success of all Indiana children through a statewide system that improves child development and age-appropriate learning experiences, promotes high quality child care, and supports and empowers parents as teachers and decision makers.



### **Level 4 – National Accreditation**

Level 4 programs are the highest rated programs and have demonstrated a commitment to the highest level of professionalism in high quality child care—achievement of a nationally recognized accreditation. Level 4 programs are managed by a provider or director who has volunteered to provide mentoring to others in the field.

### **Level 3 – Planned Curriculum**

Level 3 programs have demonstrated the knowledge and skill necessary for planning appropriate activities and opportunities that lead children toward school readiness. Level 3 programs have made a significant investment in the professional development of the staff, and they incorporate family and staff input into the program.

**Level 2 – Learning Environments**

Level 2 programs have demonstrated a commitment to improve program quality. They offer opportunities for children to advance their growth and development. Level 2 programs will have evidence of a consistent daily schedule, planned activities for children, and will provide relevant program information for families.

**Level 1 – Health and Safety**

Level 1 programs have demonstrated that they are operating in good standing and have been recognized by the state of Indiana as having met all required health and safety standards.

**Paths to QUALITY™ Standards** are available here:

- Licensed Homes  
<http://www.in.gov/fssa/pathstoquality/files/HomesPTQStandards.pdf>
- Licensed Centers  
<http://www.in.gov/fssa/pathstoquality/files/CentersPTQStandards.pdf>
- Unlicensed Registered Ministries  
<http://www.in.gov/fssa/pathstoquality/files/MinistriesPTQStandards.pdf>
- Public Schools  
<http://www.in.gov/fssa/pathstoquality/4926.htm>

For more information about Paths to QUALITY™ please visit

<http://www.in.gov/fssa/2554.htm> or <http://www.childcareindiana.org>.

## **ATTACHMENT G: NIEER STANDARDS**

The National Institute for Early Education Research (NIEER) conducts and communicates research to support high-quality, effective early childhood education for all young children. Such education enhances their physical, cognitive, and social development, and subsequent success in school and later life.

For more information on the NIEER report on Early Education Research visit  
<http://nieer-www1.rutgers.edu/>

NIEER has identified ten national quality standards for early childhood programs:

1. Comprehensive early learning standards
2. Teacher has BA
3. Specialized training in pre-K
4. Assistant teacher has CDA or equiv.
5. At least 15 hrs/yr in-service
6. Class size 20 or lower
7. Staff-child ratio 1:10 or better
8. Vision, hearing, health, and one support service
9. At least one meal
10. Site visits